



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	Our World	People of the Past	Time detectives	We are what we eat?	Water World	Flowers and Insects
<b>Trips/events</b>		Victorian Day Millfield Theatre -Beauty and The Beast		Gillian's riding school Forty Hill Farm	Forty Hall estate and <b>gardens</b>	Myddleton House- Seed to Supper
<b>Outdoor Learning</b>	Look for critters (Jungle gym) Create a nature catcher out of sticks and string to see what spiders do (web, insects, flies) Build a mini beast/creepy crawly house Bug safari Wild challenge (RSPB) Make own bird feeders	Nature scavenger hunt Nature wands linked to kindness Forty Hall Wild challenge (RSPB)	Go outside and explore what materials things are made of Nesting observations (put out different materials for birds and see what is used) Nature weaving Wild challenge (RSPB)	Gillian's riding school (grooming and looking after horses) Forty Hill Farm The Great British Spring Clean Wild challenge (RSPB)	Grow own vegetables Maintain gardening plot Explore the plants and trees around us (key identifier sheet) Wild challenge (RSPB)	Painting/drawing plants and flowers outside Create a collage using outside materials Clay/muddy faces? Butterfly catching/identifying Wild challenge (RSPB)
<b>English</b> <ul style="list-style-type: none"><li>• Key texts</li><li>• Genres</li><li>• Grammar</li><li>• Spelling &amp; Handwriting</li></ul>	<u><b>Key Texts/ Genres Fiction</b></u> <b>Diary of a Spider</b> (Doreen Cronin ) & <b>Walter's wonderful web</b> (Tim Hopgood) – diary entry <b>Look outside the window &amp; A stick is an excellent thing</b> (Marilyn Singer) - Nature poems <b>Setting descriptions</b>  <u><b>Non-Fiction</b></u> Leaflet on different types of habitats  <i>The children will learn to:</i> Form nouns using suffixes such as <i>-ness, -er</i> , and by compounding [for example, <i>whiteboard, superman</i> ] Form adjectives using suffixes such as <i>ful, -less</i> Use suffixes <i>-er, -est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs Use subordination (using <i>when, if, that, because</i> ) and co-	<u><b>Key Texts/ Genres Fiction</b></u> Setting and character descriptions for characters from <b>Peter Pan</b> <b>Queen Victoria's Knickers</b> (Jackie French) – Narrative writing  <u><b>Non-Fiction</b></u> Letter writing from someone in the past – possibly JM Barrie Christopher Columbus information text Instructions on how to catch a pirate (Peter Pan link)  <u><b>Grammar</b></u> <i>The children will learn to:</i> Form nouns using suffixes such as <i>-ness, -er</i> , and by compounding [for example, <i>whiteboard, superman</i> ] Form adjectives using suffixes such as <i>ful, -less</i> Use suffixes <i>-er, -est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs	<u><b>Key Texts/ Genres Fiction</b></u> <b>The Day the Crayons Quit</b> (Drew Daywalt) <b>The Paper Bag Princess</b> (Robert Munsch) <b>The Knight and the Dragon King Arthur</b> Fictional narrative writing  <u><b>Non-Fiction</b></u> <b>Three little pigs</b> – persuasive text on materials  <u><b>Grammar</b></u> <i>The children will learn to:</i> Form nouns using suffixes such as <i>-ness, -er</i> , and by compounding [for example, <i>whiteboard, superman</i> ] Form adjectives using suffixes such as <i>ful, -less</i> Use suffixes <i>-er, -est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs	<u><b>Key Texts/ Genres Fiction</b></u> <b>Once there were giants</b> (Martin Waddell and Penny Dale) – Poetry <b>Handa's surprise</b> (Eileen Browne) & <b>Mama Panya's Pancakes: A village tale from Kenya</b> (Mary Chamberlin and Rich Chamberlin) - Shape poetry related to food Narrative from own experience (Gillian's Riding School)  <u><b>Non-Fiction</b></u> Write a recipe for a pizza  <i>The children will learn to:</i> Form nouns using suffixes such as <i>-ness, -er</i> , and by compounding [for example, <i>whiteboard, superman</i> ] Form adjectives using suffixes such as <i>ful, -less</i> Use suffixes <i>-er, -est</i> in adjectives and the use of <i>-ly</i>	<u><b>Key Texts/ Genres Fiction</b></u> <b>How to grow a dinosaur</b> (Caryl Hart) <b>The Night Gardener</b> (Terry Fan) <b>Setting description</b> – Forty Hall estate and gardens  <u><b>Non-Fiction</b></u> Thank you letters to Gillian's Riding School Information text on dinosaurs Poster/newspaper on a found dinosaur egg at Forty Hill  <u><b>Grammar</b></u> <i>The children will learn to:</i> Form nouns using suffixes such as <i>-ness, -er</i> , and by compounding [for example, <i>whiteboard, superman</i> ] Form adjectives using suffixes such as <i>ful, -less</i> Use suffixes <i>-er, -est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn	<u><b>Key Texts/ Genres Fiction</b></u> <b>Jim and the Beanstalk</b> (Raymond Briggs) <b>Super Worm</b> (Julia Donaldson) <b>Harry the Poisonous Centipede</b> (Lynne Reid Banks) <b>The King of Tiny Things</b> (The King of Tiny Things) - Flower booklet  <u><b>Non-Fiction</b></u> Bean diary  <u><b>Grammar</b></u> <i>The children will learn to:</i> Form nouns using suffixes such as <i>-ness, -er</i> , and by compounding [for example, <i>whiteboard, superman</i> ] Form adjectives using suffixes such as <i>ful, -less</i> Use suffixes <i>-er, -est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs Use subordination (using

	<p>ordination (using <i>or, and, but</i>) Write expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>] Distinguish how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command Use the correct choice and consistent use of present tense and past tense throughout writing Use the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>] Use capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list</p> <p><b>Spelling and handwriting:</b> Phase 5 phonics and linked spellings: 'kn' 'gn' 'wr' 'dge' 'ge' Key words with 'g' or 'j' 'ace' 'ice' Common exception words Cursive handwriting</p>	<p>adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs Use subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>) Write expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>] Distinguish how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command Use the correct choice and consistent use of present tense and past tense throughout writing Use the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>] Use capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list</p> <p><b>Spelling and handwriting:</b> Phase 6 phonics and linked spellings: Ending 'le' 'el' 'al' 'il' 'y' Plural ending 'ies' Common exception words  Cursive handwriting</p>	<p>Use subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>) Write expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>] Distinguish how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command Use the correct choice and consistent use of present tense and past tense throughout writing Use the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>] Use capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list</p> <p><b>Spelling and handwriting:</b> Phase 6 phonics and linked spellings: 'a' Suffixes 'ed' 'er' 'est' 'ing' 'y' Common exception words  Cursive handwriting</p>	<p>in Standard English to turn adjectives into adverbs Use subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>) Write expanded noun phrases for description and specification [for 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command Use the correct choice and consistent use of present tense and past tense throughout writing Use the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>] Use capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list</p> <p><b>Spelling and handwriting:</b> Phase 6 phonics and linked spellings: Homophones Near homophones Conjunctions Months of the year/time  Cursive handwriting</p>
<p><b>Maths</b></p> <ul style="list-style-type: none"> <li>• Number</li> <li>• Concept</li> </ul>	<p><b>Number</b> - Place Value <b>Number</b> - Addition <b>Number</b> - Multiplication <b>Measurement</b> - Time</p>	<p><b>Number</b> - Place Value <b>Number</b> - Subtraction <b>Number</b> - Division <b>Geometry</b> - 2D &amp; 3D Shape</p>	<p><b>Number</b> - Place Value <b>Statistics</b> <b>Number</b> - Addition <b>Number</b> - Multiplication and Division <b>Measure</b> - Money</p>	<p><b>Number</b> - Place Value <b>Number</b> - Subtraction <b>Number</b> - Fractions <b>Geometry</b> - 2D &amp; 3D Shapes and Position &amp; Direction <b>Measurement</b> - Time <b>Measurement</b> - Mass Length</p>	<p><b>Number</b> - Place Value <b>Statistics</b> <b>Number</b> - Addition and Subtraction <b>Number</b> - Multiplication and Division <b>Number</b> - Fractions <b>Statistics</b> <b>Geometry</b> - Position and movement</p>	<p><b>Number</b> - Place Value <b>Number</b> - Addition and Subtraction <b>Number</b> - Multiplication and Division <b>Measures</b> - Time and Money <b>Measures</b> - Capacity and Temperature <b>Assess and Review</b></p>

# Science

- Knowledge
- Skills

## Living Things Habitats – *What is in your habitat?*

In this module children begin to learn about different habitats, how the living things are suited to the habitat and the interactions between the living organisms within a habitat. During the module they explore the habitat by identifying things that are living, once-lived and never-lived. They construct food chains that show how living things depend on each other. This builds on the understanding gained in Year 1.

## Everyday Materials – *Materials: Good choices/Materials: Shaping up*

In this module children build on learning from Year 1 about different materials and their properties. The children consolidate their understanding that one type of object can be made from different materials and also that one material can be used for a number of different objects. They continue to develop their understanding of the simple physical properties of materials and consider in more detail how these properties make materials useful for particular purposes. During the module the children test a range of different materials for different purposes. They also have an opportunity to think about creative and unusual uses of everyday materials and find out about John Dunlop, who invented rubber pneumatic tyres.

In Shaping up children are introduced to different ways of changing the shapes of objects made from different materials. They identify materials that can be changed by the actions of squashing, bending, twisting and stretching, and link these actions with the properties of the materials that allow them to be changed. They discover that some materials have different properties according to how they are shaped and what they are made into, and choose materials for uses according to their properties. They also learn that pushes and pulls can cause movement or a change in shape.

## Animals – *Take care/Growing up*

In this module children begin to learn about different ways to keep themselves healthy. During the module they consider the importance of eating a range of different types of food. During the module they also start to learn about the importance of exercise and hygiene. The children will also consider the basic needs of humans for survival (food, water, air), the need for warmth and shelter, and additional needs for health and wellbeing. Children identify simple differences between living and non-living things, and they are introduced to the sequence of the human life cycle, first through considering how they have changed since birth. Children with younger siblings are able to draw on their own experiences and may sometimes take on the role of expert.

## Plants – *The apprentice gardener*

This module builds on Year 1, Module 1, Plant Detectives and Year 1, OCW: Plants, where children identified plants, named their parts, tended a garden and observed seasonal change. Children should already be aware that plants need water and sunlight; this module revisits and extends that understanding. They are also introduced to growing plants from bulbs and from seeds, learning the sequence of germination, and comparing and contrasting the requirements of germinating seeds with those of mature plants to maintain healthy growth.

<p><b>RE</b></p>	<p><b>What do Sikhs Believe? (6 weeks)</b> This unit gives pupils an introduction to the basic beliefs and practices of the Sikh faith. Pupils are given the opportunity to develop their own understanding of what they believe about belonging and making commitments.</p> <p><b>Harvest</b></p>	<p><b>Why are Saints important to Christianity? (2 weeks)</b> Characteristics of Saints Develop an understanding of Saints and All Saints Day</p> <p><b>Where is the light of Christmas (4 weeks)</b> The children will be taught about how Christians think of Jesus as 'the light of the world'; what a Christingle is and the symbolism behind it; to identify how light is used to show holiness; Retell the story of the Wise men in their own words; Identify someone who guides them in their lives;</p>	<p><b>Why did Jesus teach the Lord's prayer as the way to pray? (6 weeks)</b> The children will be learning about the importance of prayer to Christians, and in particular, The Lord's Prayer; How this prayer is the way that Jesus taught his followers to pray to God; The meaning of each phrase in The Lord's Prayer:</p>	<p><b>Noah – What is the story really about? (2 weeks)</b> They will learn all about how there are different interpretations and understandings of the story of Noah; God chose to cleanse His creation of sin; God gives grace and second chances; God never gives up on his 'plan'; God has made a covenant with His creation.</p> <p><b>How do Easter symbols help us to understand the true meaning of Easter? (4 weeks)</b> This unit covers the different Christian symbols linked to the Easter Story, specifically focusing on the cross, bread and wine, various symbols of new life and water.</p>	<p><b>Why do Christians make and keep promises before God?</b> They will be learning all about exploring the idea and meaning of belonging to a church or other religious community; Jesus' Baptism; Infant Baptism – Christian ceremony in which parents / carers and godparents promise to bring up a child in the Christian faith; Christian Wedding – an act of worship in which promises are made to God and each other, what marriage means for Christians; How promises are important in both Christian Baptism and Christian marriage</p>	<p><b>Why are they having a Jewish party? (6 weeks)</b> The children will be taught about the Key festivals which are important to Jewish people; How they are celebrated with reference to specific symbols; How these are similar to other festivals, both in Judaism and in other faiths; Understanding of important festivals in own life and life of Jewish people; Links to thinking, feeling and behaviour and the value: Respectfulness</p>
<p><b>Humanities</b></p> <ul style="list-style-type: none"> <li>• Knowledge</li> <li>• Skills</li> </ul>	<p>In Geography, we'll be finding out: About different wildlife habitats in our local environment About the animals and insects that share our local environment How our local environment compares with other locations around the world.</p> <p>In History, we'll be looking at the history of Forty Hall.</p>	<p>In History, we'll be focussing on the Victorian period: We will be learning about the different decisions that rulers had to make in the past How to use a living graph to explore how a person from history might have been feeling About the life of a famous explorer using maps and role play How to compare the lives of two different explorer About the achievements of important scientists and inventors About what life was like at different times in the past</p>	<p>In History, we'll be looking at Elizabeth I, medieval castles and knights: How we find out about the past About clues that are left behind from the past How to sequence clues from our families' past How to create a 'Time Detectives' museum How to create a time capsule</p>	<p>In Geography, we'll be finding out: Where our food comes from What food is eaten in our home and host country Why different foods grow and are eaten in different countries</p> <p>In History, we'll be finding out: About the food that our parents and grandparents ate when they were young How and why the choice of food in our shops has changed What our ancient ancestors ate</p>	<p>In geography, we'll be finding out: How much of our planet is water and how much is land How water can provide a habitat for different living things What it might be like to live somewhere where there is not much water How human and physical geography impact on our local environment.</p> <p>In History, we'll be looking at the Mesozoic Era which includes The Triassic, the Jurassic, and the Cretaceous periods.</p>	<p>In Geography, we'll be finding out: About honey and silk production About the migration of the Monarch butterfly</p>
<p><b>Arts</b></p> <ul style="list-style-type: none"> <li>• Knowledge</li> <li>• Skills</li> </ul>	<p><b>In Art</b>, we'll be learning: How to create artwork using natural materials How to make a tree collage How to make a silhouette of our local skyline How to design and create our own sensory garden</p> <p><b>D&amp;T</b> How to make model gardens How to design and make our</p>	<p><b>In Art</b>, we'll be learning: What we can learn about a person from their portrait How to create a portrait of a friend About the work of famous artists How to paint a scene in the style of a famous artist Artists from the past? Mary Blair (Peter Pan) Drawing/painting/sculpture?</p>	<p><b>In Art</b>, we'll be learning: How to look closely at objects About the paintings of Joan Miró How to compare a photograph and a painting Take our own photos</p> <p><b>D&amp;T</b> Create a close-up model of an object using Modroc</p>	<p><b>In Art</b>, we'll be learning: About artists that use food for their ideas How to draw and paint fruit and vegetables How artists are involved in things we see around us, including advertising Healthy eating plate Still life on fruit/vegetables</p> <p><b>D&amp;T</b></p>	<p><b>In Art</b>, we'll be learning: About water collage How to use clay to create underwater creatures Learn about the work of Monet</p> <p><b>D&amp;T</b> Plan a design, use clay to shape our underwater creature and then evaluate the design.</p>	<p><b>In Art</b>, we'll be learning: Still life? Van Gogh – sunflowers/fruit? About paintings of flowers and insects How to make paintings and models of flowers and insects How to use symmetry to make paintings of insects How to create a garden in the classroom Drawing/Painting/collage</p>

	own bird feeders	<b>D&amp;T</b> Moving peter pan picture	(texture, patterns shape, form)	How to plan, make and evaluate a healthy pizza How to make a box for a pizza		<b>D&amp;T</b> Create a flower using a variety of materials
<b>Music</b> • Knowledge • Skills	In Music, we'll be finding out: How to create our own sound journey around our school About music and songs, written about the weather	In Music, we'll be finding out: About the life and music of a famous composer – peter pan link? How to use music to tell the story of our famous composer – Peter and the Wolf  Singing for production	In Music, we'll be finding out: About different instruments Listening to and learning about medieval music Creating own medieval instrument using a variety of materials.	In Music, we'll be finding out: Untuned percussions Music around the world	In Music, we'll be finding out: Body percussion Hornpipes Irish Song and dance Handel's water music (British composer, British Values) Sea songs	In Music, we'll be finding out: About the music of the famous composer, Rimsky-Korsakov How to create our own music
<b>Computing</b>	In computing we will be looking at online safety and learning how to plan an algorithm to move a spaceship from Earth to the Moon; Implement algorithms on floor turtles; Implement algorithms as programs on a screen sprite using simple blocks without parameters; Debug their programs and solving the Earth–Moon challenge on a variety of programmable devices.	In computing we will be looking at online safety and learning how to describe clearly what happens in a computer game; Conduct tests to check their predictions; Notice common features in several game algorithms and Understand that playing computer games should be balanced with other activities.	In computing we will be looking at online safety and learning how to take photos using a digital camera, tablet or smartphone; Review and reject photos; Add titles and stars to digital photos; Apply adjustments and effects to digital photos; Select their favourite photos for inclusion in a shared portfolio and let you know if they find images they are concerned about.	In computing we will be looking at online safety and learning how to add questions to a mind map; Add information from independent research to a mind map; Locate information from one or more relevant websites; Search for information on a small number of sites using a custom search engine and know how to report concerns over content when searching the web.	In computing we will be looking at online safety and learning how to understand the headers of an email; Proofread emails before sending; Identify the two parts of an email address; Compile a simple database table from individual records and take appropriate action if concerned by the content of an email.	In computing we will be looking at online safety and learning how to take digital photographs of bug; Import photos to a computer or the network; Create charts to show the data they collect; Explore Google Maps or Google Earth to find a familiar location and create an IWB resource summarising their data.
<b>PSHE / P4C</b>	Self awareness Managing feelings Resolving arguments and working with others Habits and obstacles to change	Being cared for Loss of things you care about and bereavement Effects of bullying Choices and consequences	Community People who help us Gender and work Urban and rural environments World environments	Keeping track of money Spend or save? Where money comes from Rights and responsibilities	Risk Hazardous substances Safety Rules Emergency services – when and how they can help us	Differences: boys & girls Differences: males & females Naming Body Parts Body image Exercise and fitness
<b>PE</b>	<b>Games</b> Dribbling <b>Gymnastics</b> Balance	<b>Dance</b> Communicate different moods, feelings and ideas <b>Games</b> Throwing and catching	<b>Gymnastics</b> Parts high and low <b>Dance</b> Using dynamics to develop the dance	<b>Games</b> Sending skills <b>Gymnastics</b> Jumping and landing	<b>Dance</b> Learning and performing different styles of cultural dance <b>Games</b> Hitting and striking	<b>Gymnastics</b> Spinning and turning <b>Games</b> Running jumping and hopping